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ABSTRACT

This health education guide for kindergarten is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to: 1.1 Know that everyone is special.	Participate in the "Who is the Most Special Person" activity.	A good feeling about one's self is often considered a prerequisite to learning and a step toward increasing capabilities. Each child is unique and special and deserves to be accepted and be encouraged to grow. Positive guidance builds self-concept. A healthy self-concept is developed as one actually experiences success in school and daily living. Success in life helps to form a personal view of one's own ability. No amount of verbal encouragement can replace actual successful experience in developing self-concept. At the kindergarten level, children should be provided with many opportunities to experience realistic success. Place a large mirror in a decorated and hidden corner of the classroom. Ask the class who is the most special person in all the world. Allow discussion and then introduce the

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		magic corner as a special place that will identify the most special person in the world. Invite each child to visit the corner and keep his/her answer a secret until all the children have had a turn. Ask the class who is the most special person--a chorus of "Me's" will be heard. Each child is special and should be recognized for the ways in which he/she is special; i.e., name, birthday, size, special abilities. Summarize the activity by reinforcing the notion that <u>while each</u> child is special, <u>all</u> children in the classroom are special.
	Cut out a model mirror and affix a personal photograph or drawing to illustrate a special person.	Artwork can be mounted on the wall to illustrate that everyone is special. See <u>Teaching Aids</u> for mirror.
1.2 Describe ways that individuals are special.	Talk about each child's special abilities.	Each child should know he/she is unique. All children have special abilities such as running, skipping, singing, riding bikes, reading, and painting. Discuss a variety of topics to bring out what is special about each child. For example: . given names . measurements . birthday

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make hand and/or footprints and compare with others' to note differences in size.	
	Sing songs and listen to poems and stories about being special.	See Teaching Aids for songs, "Be Your Own Best Friend" and "If You're Special."
	Record height and weight on a class growth chart at regular intervals.	
	Identify special qualities shared by others.	Have children form groups based on eye color, hair color, height, left- or right-handedness.
1.3 Know that some special qualities can or cannot be changed.	Discuss special qualities that cannot be changed and those that can be changed.	Skin color, eye color, or sex cannot be changed. Knowledge, skills, ways we communicate, and health behavior can be changed.
1.4 Identify ways that children develop.	Name some ways that children grow and develop.	Encourage children to identify changes in growth and development. Changes in physical characteristics: . height . weight . age Changes in physical appearance: . clothes, glasses, haircut . posture, movement, manners

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Changes in learning: . skills . responsibilities . knowledge . play . imagination
2.0 Relationships		"Feelings" and "emotions" are often used interchangeably. It is important to stress that everyone has feelings; e.g., happiness, sadness, anger and fear. Explain that feelings are demonstrated in many ways.
Students should be able to:		
2.1 Know that people experience a variety of emotions.	View pictures illustrating a variety of expressions and name different kinds of emotions.	
	Describe situations that might cause different emotions.	Encourage the children to describe school events that lead to happiness, pleasure, excitement, disappointment, sadness. It should be stressed that having different emotions is normal and that the ability to cope with emotions increases with maturity.
2.2 Identify activities that friends do together.	Tell about interesting things to do with a friend. Listen to stories about friendship.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 Participate in activities with a classmate.	Work with a partner on a project.	Some projects to suggest include: . care for a pet in the class . have a tea party . pass a snack . clean the chalkboard . build a puzzle
2.4 Recognize that everyone has jobs and tasks to do.	Tell how children can help at home and at school.	Emphasize that personal hygiene tasks are part of children's tasks at home and at school. School tasks: tidying desks, hanging up clothes Home tasks: picking up toys, setting the table, feeding a pet Health habits: brushing teeth, washing hands after using the toilet and after eating
3.0 Promoting Positive Lifestyle Practices		Social well-being involves relationships with important people in children's lives, such as family and friends. Emotional well-being involves feelings, coping with emotions and making decisions.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
Students should be able to:		
3.1 Demonstrate tasks that promote healthful living at home and at school.	Discuss and practice tasks that promote positive health at home and at school.	Provide time and a variety of opportunities for children to practice positive lifestyle behavior that enhances social, emotional and physical health. Some suggestions are: . Social-Emotional - sharing, helping, being kind - working with a partner . Physical - washing hands before and after eating, and after using the toilet . Safety - walking in hallways in an orderly fashion . Nutrition - eating nutritious snacks . Dental - brushing teeth . Environmental - picking up litter
3.2 Demonstrate ways that friends and families work and play together.	Discuss and practice a variety of activities that friends and families do together.	

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Children are introduced to the five senses in this unit. The main understanding is that the five body senses help us to live rich and sensitive lives. The sequence of development is: location, appreciation, and care of the sensory organs.
1.0 The Senses Students should be able to:		
1.1 Know the main senses that are used to collect information about the world.	Locate the main sense organs and name the corresponding sense.	Have children observe a friend to locate the main sense organs. . eyes - sight . nose - smell . mouth - taste . fingertips and skin - touch . ears - hear Explain the basic ways that senses help us experience the world.
1.2 Appreciate the role of the senses.	Discuss how the senses help the body to stay well and help out in emergencies.	Expand the discussion of the five senses by asking questions such as:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. How have your senses helped you today? . How have sight and sound helped you at school today? . What sounds/sights did you hear/see today? . What messages did you receive? . What action did you take? For example: Situation — Message — Action car - honk — danger — stopped at curb fire bell rang — fire drill practiced glass on playground — called teacher
	Take a nature walk or a field trip and describe observations, using the senses.	
1.3 Observe changes in objects, using the five senses.	Describe in words how popping corn looks, sounds, feels, smells and tastes before, during and after popping.	Pop popcorn; ask children to describe the odor, sound and appearance of the popping corn. Compare the unpopped kernel to one which has been popped. Divide the popcorn into four bowls. Put salt on one, butter on one, butter and salt on the third and leave the last one plain. Have the children taste popcorn from each bowl and compare the taste. Have children describe in words what they:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		see - kernel change, shape change, color change hear - sizzles, popping smell - oil, corn, smell taste - plain, salted, buttered, combination Make an experience chart to record words suggested.
2.0 Keeping Fit Students should be able to:		
2.1 Know ways to care for the sense organs.	Discuss and illustrate ways to care for each sense organ.	Focus discussion on measures such as: . wearing sunglasses in bright sun . washing eyes and ears . blowing nose with mouth open . eating safe foods . touching objects that are safe
2.2 Recognize that well-being is observable.	Observe pictures of well people and identify signs of well-being.	Collect pictures of people of different ages who look well or collect one picture of a well child and one of an ill child and ask the children to draw comparisons. Stress that well-being is a desirable state. It is exhibited by signs such as: . active bodies . good posture . clear and clean skin . bright, shiny eyes and hair

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. alertness . good grooming Health and hygiene resource package: Ormison, R. (Ed.), "I'm Taking Care of Myself" (Canadian Red Cross Society, 1977).
	Discuss the importance of looking and keeping well.	To look and keep well, health practices must be regular and health visits to professionals must be appropriate. Discuss the consequences of not practicing daily personal care (sickness, smell, dirt, hunger, cold).
2.3 Practice habits that promote well-being.	Match parts of the body with articles used to keep it clean.	Ways of keeping clean are: I — II . hands and nails — water, soap, file . face and ears — soap and water . hair — brush and wash . body — shower, bathtub, soap . teeth — toothbrush, toothpaste, dental floss . clothes — washing machine, iron, hangers, clothesline . shoes — shine, brush, polish Adapted from: Sorochan, W. and S. Bender, Teaching Elementary Health Science (Don Mills: Addison-Wesley, 1977).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Perform an action song about good grooming.	See Teaching Aids for finger plays.
	Wash hands before and after eating and after using the toilet.	Demonstrate cleaning nails, face and hands to children. Show basic steps, such as soaping, rinsing, patting dry. Clean nails with file, brush, or toothpick. Explain why skin and nails require regular care.
	Observe an experiment comparing dirty hands washed with soap and water, or water alone.	
	Use a comb to groom hair.	Stress that a comb is a personal possession and should not be shared (unless kept in disinfectant as in a beauty salon). Discuss the importance of clean, groomed hair (self-concept, cleanliness). Check for the presence of lice.
	Make a display which illustrates appropriate clothing for weather and outside activities.	Bring pictures that illustrate clothing for different seasons and recreation activities. Draw a child's body and have children decorate it with appropriate clothing for seasons and/or recreation activities.
	Bath and dress a doll.	Set up a home center in a corner of the room to facilitate washing and grooming skills. Mirrors, basins, soap and towels will be useful. Clean doll clothes, clothesline and pins are needed.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.4 Be aware that sleep and rest contribute to well-being.	Describe ways to get ready for sleep and rest.	Examples to suggest are: washing, toileting, changing clothes, hanging up or putting clothes into the wash, etc.
	Draw a picture of a favorite way to rest.	
	Demonstrate a comfortable position for resting.	Instruct children to find a comfortable position for rest.
	Discuss the benefits of rest and sleep.	Benefits include: . improves alertness . restores vitality . improves efficiency . permits recovery from fatigue Display pictures that indicate such benefits.
2.5 Demonstrate how physical activity contributes to well-being. (OPTIONAL)	Practice total body movements common in play.	Examples to suggest include: running, skipping, hopping, jumping, rolling, bending, twisting, stretching.
	Participate in types of total body movements.	Use a movement exploration approach. Tasks are presented as problem solving questions; e.g., "How can you travel on one foot?" Encourage children to choose their own movement to solve the problem. Movements should include both locomotor (traveling) and non-locomotor (in place) activities.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Role play how it feels to be active.	Demonstrate different ways of moving specific body parts (head, neck, trunk, pelvis, arms, hands, legs, feet, digits) forward and backward, locomotor and non-locomotor. Record: Palmer, Hap, Getting to Know Myself, AR 534, Department of Education. Carr, Wendy, Fit for Kids (Toronto, ON: Addison-Wesley, 1981.) Harrison, D. D., Health and Safety for Young Children (New York, NY: MacMillan, 1974).
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Recognize that daily activities affect well-being.	Discuss regular personal habits that promote well-being.	Discuss appropriate times and places for: . bathing . outdoor play and exercise . brushing teeth . rest, sleep, relaxation . eating patterns - meals, snacks . clothing for weather . immunization . disease exposure

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss consequences of not practicing correct health behavior.	Examples of consequences may include: . tooth decay . sickness . body smells . fatigue . hunger . cold . dirt . sensory discomfort
3.2 Know resources that support the well-being of children.	Name community resource people that assist children in keeping well.	Briefly discuss the role of: . public health nurse . doctor . dentist . dental hygienist/dental nurse . teacher . physical education teacher . recreation workers . parents
3.3 Demonstrate regular routines for healthful living.	Discuss and practice daily and regular routines for healthful living.	Have the children practice good health practices that keep the body in good health. Provide opportunities at school to promote routines for healthful living: . cleanliness measures . sleep and rest . exercise and play . regular meals or snacks . care of senses

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. visits to health professionals . screening and checkups . reporting illness to an adult
	On a chart, record health habits or ways to keep the body in good health.	Periodically check on the children's hygiene practices.

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought K-3, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg
1.0 Food Students should be able to:		
1.1 Recognize foods and non-foods, using the senses.	Recognize a variety of foods and non-foods.	Foods are edible, have nutrients and provide energy. Non-foods are not edible, and have neither nutrients nor energy. Examples of non-foods are: marbles, coins, stones. Children should be told that these are not edible and should not be put in their mouths.
	Observe and identify items or pictures of foods and non-foods.	Use pictures and food models to prepare a tray of foods and non-foods.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Listen to and discuss favorite nursery rhymes mentioning foods.	
1.2 Recognize a variety of foods within the fruit and vegetable food group.	Describe a mystery fruit and vegetable from a mystery bag, using the sense of touch.	Place one fruit and vegetable in a large bag. Have children identify each, describing shape, size and texture in simple terms.
	Describe a sample of fruits and vegetables, using the sense of taste.	Send a letter home to parents prior to food-tasting to determine allergies and special diets.
1.3 Recognize a variety of foods within the bread and cereal food group.	Collect a variety of foods, labels or containers that illustrate the breads and cereals. Discuss differences within the group.	Examples: . shredded wheat - wheat . rolled oats - oat . puffed rice - rice . pasta - wheat . bread - wheat, rye Have the children sample a variety of breads and cereal products. Choose low sugar, fat and salt products.
1.4 Recognize a variety of foods within the milk and milk products group.	Make observations about a variety of milk and milk products, using the sense of taste.	
1.5 Recognize a variety of foods within the meats, fish, poultry, and alternates group.	Name a variety of animals that provide foods.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.6 Describe how a food can change in taste, texture and appearance.	Compare the taste, texture and appearance of a food prepared in a variety of ways. Observe and describe changes in popping corn.	Use apples prepared in a variety of ways; for example: raw, dried, as sauce or juice. Select foods that are low in fat, salt and sugar. Have children describe popcorn prior to, during and after popping. Prepare three samples of popped corn, one salted, one buttered, one plain. Have children describe each.
1.7 Recognize a variety of foods that are salted.	Observe and sample foods that are salty.	Bring samples of salty foods to class. Examples: pretzels, salted crackers (visible) Explain that salt is essential and found particularly in animal foods. Many people oversalt their food. Health and Welfare Canada recommends reducing salt to minimize risk of cardiovascular disease.
2.0 Food Classification Students should be able to:		
2.1 Classify food into four food groups using color-coding.	Select pictures of food items and place each on a food wheel that is color-coded to Canada's Food Guide.	Introduce the four food groups. Make class sets of Food Wheels for children to color appropriately. "Food Puzzle," Big Ideas K-3 (Manitoba Milk Producers' Marketing Board). Order "Food Models" from the Dairy Bureau of Canada.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Food Selection Students should be able to:		
3.1 Select food samples to illustrate four food groups.	Select pictures of a food from each food group. Group them into a meal that you would enjoy.	Discuss the concept of a balanced meal. A balanced lunch or dinner should have one item from each food group. A breakfast should have at least three groups represented.
3.2 Recognize foods that are nutritious.	Identify nutritious foods by holding up a happy or sad stick puppet.	= nutritious foods (belong to a food group) = non-nutritious foods (do not belong to a food group) Make a class set of stick puppets with happy or sad faces. Collect a variety of large pictures of single-item foods. Demonstrate holding up a happy or sad face to match a nutritious or non-nutritioue food picture, respectively.
	Help select, prepare and enjoy a good snack. View and discuss a film on snacks.	Prepare a snacking party; for example: carrot sticks, celery stalks, apples, nuts, cheese (hard).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. home economics teacher . dietitian
5.4 Propose nutrition goals to improve health.	State goals to improve health.	Encourage children to formulate goal statements. For example: . "I will select non-salted snacks." . "I will eat a variety of foods from the food groups." . "I will try a new food when offered."

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function		
		Dental caries occur most frequently in primary teeth at ages 5-8 and at ages 12-18 in permanent teeth. Caries affect school children more often than any other health problem. By the time a child reaches school, he or she will have an average of three or more decayed teeth.
Students should be able to:		
1.1 Know the importance of teeth.	Describe the usefulness and importance of teeth.	Explain that good teeth are essential to children for several reasons: . clear speech . masticating and digesting food . appearance . maintaining space for permanent teeth
	Discover how the teeth are used in speech.	Have the children observe a friend who is forming different words and letters of the alphabet to discover how teeth, lips and tongue are used. For example: . m, h, p, f, s, th, d, cl . star, swing, thumb, teeth

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Role play a visit to a dentist's office or clinic.	With the class, dramatize a visit to a dental worker. Include characters such as the receptionist, dental assistant, dentist, dental nurse, dental hygienist, parent, patient. Arrange equipment such as paper towels, clothespins for bib, tongue depressors, tooth model, brush, chair, table, white shirt, posters.
	Listen to a dental worker discuss his/her work.	Invite a dental hygienist to class to talk about how to care for the teeth so that they can last for a lifetime. Include a discussion on dental workers and their role.
3.3 Propose ways to improve and maintain dental health.	Discuss reasons for receiving regular dental care and practicing positive dental habits.	Explain that regular dental care reduces cost, pain, caries and dental diseases, making it possible to keep teeth for a lifetime.
	Discuss steps and goals to improve dental health.	Discuss thorough brushing technique, dental services and helpers, good toothbrush, good toothpaste, consistency and frequency of sweets, assistance of parents or teachers in inspecting a child's brushing performance each day, hygienic care of toothbrushes. Sample goals: . "I will avoid eating too much sugar." . "I will brush thoroughly at least once a day." . "I will brush my teeth after eating and at bedtime."
	Record good dental care practices.	Encourage children to record good dental care behavior for a period of time.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES

Days	Brushing Performance	Dentally Safe Snacks
M T W Th F S S		

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments Students should be able to:		
1.1 Know personal identity facts.	Practice repeating full name, address, and telephone number.	See the telephone diagram in Teaching Aids.
	Discuss the importance of knowing who you are.	Children should be able to fully identify themselves in the case of an emergency or in the event that they become lost.
	Simulate placing an emergency telephone call.	Have children practice phoning a local emergency number on a toy phone: . dialing correctly . identifying name and address . stating problem . giving instructions . waiting to hear full reply from person called
1.2 Know safety rules about walking or riding in traffic.	Discuss safety rules for walking in different kinds of traffic situations.	Discuss safety rules to use when walking or crossing streets. Discuss Stop and Go signals as well as: . where to stand before crossing . when to cross . where to cross - at a crosswalk

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		- at a corner with traffic lights - at a corner with stop sign - at an unmarked roadway - with a safety patrol . how to cross
	Discuss the importance of "buckling-up" in vehicles.	
1.3 Demonstrate personal safety practices.	Practice crossing a street safely.	Tape a mock street intersection on the floor. Have each child demonstrate safe crossing. Introduce traffic signals to check knowledge of traffic lights if appropriate.
1.4 Know ways to behave safely around buses.	See a film about school bus safety and discuss safety behavior.	Discuss safety behavior for the following: . boarding and unloading from a bus . walking in bus zones . waiting for the bus . riding on a bus
1.5 Demonstrate school bus safety practices.	Have children practice boarding and unloading from a school bus, crossing a street or road with a school bus present, lining up waiting for the school bus, riding quietly on a bus.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.6 Recognize safety symbols and signs.	Observe a variety of safety symbols and discuss the meaning of each.	Construct a model of safety symbols with the matching words beside each symbol. See Teaching Aids for symbols and signs. For example, some safety symbols include: . block parent sign . poison, corrosive, flammable, explosive signs . traffic signs for stop, wait and go
	Color traffic lights appropriately and tell the meaning of each color.	Be sure that children know the meaning of each color.
	Observe and identify safety symbols on empty household items.	Bring a box of empty items such as medicine containers, soap containers, match boxes and spray containers. Have children search for safety symbols on the items. Discuss each item and its proper use. Affix a symbol if unmarked.
1.7 Identify examples of potential hazards in the environment.	Discuss the meaning of the term, "hazard," and name a variety of hazards.	Explain that the potential for accidents exists everywhere in the environment. Explain the term, "hazard," as a situation, product or object that can be dangerous; e.g., sharp stone, broken glass, loose board, boiling water, steaming kettle, matches, barbecue, hot stove, fireplace, cleaners, sharp pencil, scissors, highways and roads, cars, buses.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Stress that hazards can be recognized and controlled but cannot always be eliminated. Explain that most accidents do not just happen. About 85 percent of them are caused by people themselves. Avoiding accidents involves being aware of hazards and curbing risky behavior.
1.8 Identify examples of risks.	Discuss the meaning of the term, "risk," and name risks.	Risk: a behavior around a hazard that could lead to harm
	Observe pictures or listen to incidents and distinguish between risks and safe behavior.	Show children pictures of both risks and safe behavior; e.g., running on the bus, waiting in line, playing on ice, playing near open water (ponds, lakes, rivers), standing up in a vehicle.
1.9 Recognize the consequences of taking risks.	Discuss accidents children commonly have and their effects.	Common consequences of accidents include: . burns, bruises, scrapes, cuts, fractures, broken teeth, slipping while boarding or unloading from a bus Clarify the distinction between risky and safe behavior. Discuss consequences of risky and safe behavior; stress that risky behavior often costs pain, loss of time from school, money, loss of energy.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Promoting a Positive Safety Lifestyle Students should be able to:		
2.1 Identify safe personal practices.	Describe personal safety rules used in a variety of situations.	
	On a large chart of a neighborhood, mark a safe route from home to school, home to bus and discuss safe practices.	Construct a large, simple poster of a community with streets, homes and schools.
	Practice how to leave the school when a fire alarm sounds.	Discuss the meaning of fire bells, the route to follow, when to exit the school (or home). See grade one for rules.
2.2 Know the importance of following safety rules.	Discuss the importance of following safety rules at home, school and in the community.	Discuss why it is important to follow safe behavior or rules for these situations: . crossing streets, roads, halls, playgrounds . being in an unsupervised area . handling animals . meeting strangers . fire alarm procedures . riding in a car . riding on a school bus

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the consequences of not knowing personal identity, not using safety habits, and taking risks.	
2.3 Identify community safety helpers.	Name community safety helpers.	Examples are: . school patrol . bus driver . fireman . policeman
	Visit a firehall or a police station.	
	Listen to a story about community safety helpers.	
	Listen to a community safety worker discuss his/her job and the importance of following safety rules.	Invite a community safety helper to class, such as a member of the school patrol, the supervisor of buses for the school division, a fireman or policeman (contact Manitoba Police Commission), to discuss his/her role and reinforce safety practices.
2.4 Propose safety goals to promote well-being and carry them out.	State ways to practice safety for a variety of situations and practice them.	
	Identify appropriate behavior when presented with a hazardous product.	Have children bring empty containers from home, displaying safety symbols. In the classroom, children will select different containers and demonstrate the appropriate ways of handling and storing.

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to:		Because health is influenced by one's environment, children should be aware of factors within the environment that affect their total health.
1.1 Know the factors that contribute to a clean environment.	Describe the characteristics of a clean environment.	Have children describe desirable characteristics of a home or classroom; e.g., bright, tidy, ordered, dust-free, litter-free, fresh, clean.
	Make a clean environment display, matching equipment and articles used for cleaning with appropriate helpers.	Explain that children, teachers and custodians are among those responsible for a clean classroom. Encourage all children to take responsibility for keeping the classroom clean.
1.2 Know that the environment consists of visible and invisible objects.	Observe and describe dust particles.	Use one or both simulations to illustrate small particles: . Blow 5 mL of flour from your palm to represent dust particles. . Use a strong light source to illuminate airborne particles and their movement.
	Smell different odors.	Use samples with strong odors; for example: perfume, vinegar, spices, onion, and lemon.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Disease Prevention		Health is defined as a person's quality of life or well-being in relation to the five dimensions of health: physical, social, emotional, spiritual and cultural. Health is a difficult concept for children to comprehend. Try to clarify how individuals feel, look and act when well and when ill.
Students should be able to:		
2.1 Understand how illness influences feelings and actions.	Describe how children feel when they are healthy and ill. Role play how a child might act when healthy and when ill.	Use a common disease such as a cold to illustrate physical, social and emotional changes. Common signals of illness include runny nose, headache, lack of appetite, pain, feeling hot or cold, fatigue, stomach ache.
2.2 Know environmental factors that cause illness.	Discuss visible and invisible factors that cause illness.	Examples are: Visible . dirt . garbage, litter . sewage . rabid animals . ill persons . soiled tissues . insects . dirty fingers . some molds Invisible . germs . contaminated foods

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Draw a classroom mural of factors that cause illness. Go on a field trip in and around the school to discover environmental factors that cause illness.	
2.3 Be aware of habits that can affect health.	Discuss habits that may cause illness.	Explain that diseases can be caused by poor health habits, such as improper diet, lack of sleep and exercise, unsafe practices, improper clothing, worry and contact with germs.
	Match parts of the body with articles used to keep it clean.	Parts of the Body — Hygiene Articles hands and nails — water, soap, file face and ears — soap and water hair — brush body — shower, bathtub, soap teeth — toothbrush, toothpaste, dental floss clothes — washing machine, iron, hangers, clothesline shoes — shine, brush, polish Adapted from: Sorochan, W. and S. Bender, Teaching Elementary Health Science (Don Mills: Addison-Wesley, 1977), p. 433.
	Perform an action song or finger play about good grooming.	See Teaching Aids for finger plays.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss difficulties when attempting to eat food samples without having a full set of teeth.	Have the children cover their teeth with their lips and attempt to bite such food as an apple wedge, celery or carrot. Have the children discuss the difficulties encountered. Relate the importance of how teeth work to: . cut and bite food . grind food . crush food
	Tell how teeth enhance a person's appearance.	Show the class pictures illustrating a smiling face that show teeth that are clean, straight and free of plaque and decay.
1.2 Identify primary and permanent teeth.	Observe a friend's mouth and note differences in primary and permanent teeth.	Explain that there are 20 primary teeth at about six years, and four permanent molars will erupt behind the primary teeth. Characteristics of teeth vary as to color, shape, size, presence of caries. See "The Primary Teeth," Illustration #1, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981). See "The Teeth of a Six-Seven Year-Old Child," Illustration #2, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Count the number of teeth in a friend's mouth.	
	Record name and date of children's shed teeth on a large tooth poster.	Make 12 large teeth to represent the months of the year. Record each child's shed teeth on the appropriate large tooth.
1.3 Know the functions of primary and permanent teeth.	Discuss the functions of primary teeth and permanent teeth.	Explain that primary teeth serve as guides to help position the permanent teeth. The shape of the primary teeth is related to their function: cutting, tearing, or grinding and crushing food. "Comparing the Function of Teeth with Machines," Illustration #18, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
1.4 Identify the eruption of permanent teeth.	Observe the mouth of a child who has recently shed a primary tooth, looking for evidence of a permanent tooth. Compare primary and permanent teeth.	Have the children look at a shed primary tooth and compare it to a permanent tooth (color, shape, size, margins).
	Locate the position and numbers of the six-year molars.	Encourage children to wash their hands before this activity. Demonstrate how to use a tongue depressor to retract the cheek. You can help the children find six-year molars by counting back six teeth from the center of the mouth. Number six is a six-year molar.
	Compose a poem about a loose tooth.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Environmental Factors Students should be able to:		
2.1 Recognize factors that contribute to dental decay.	Discuss substances that contribute to tooth decay.	List examples and prepare a display of sticky foods, sweet foods, solutions that weaken tooth surfaces. Prepare a display that suggests dentally sound snacks. Discuss the term "caries." "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Simulate an experiment that illustrates dental decay.	Poke a hole in an unbruised apple and set it aside for a few days. Cut it open and observe the extent of decay inside the apple. Discuss that the decay process in teeth is slower than that in the apple. Obtain a decayed tooth from a dentist or dental hygienist, and describe decay characteristics.
2.2 Recognize hazards that contribute to dental problems.	Go on a hazard walk and point out dentally unsafe situations. Discuss safe practices around identified hazards.	Explain that a hazard is a situation or object that can cause harm, such as hard objects (candy, pencils, sticks, rulers), water fountain, cement and playground equipment. Tooth-saving measures if a tooth is broken, dislodged or knocked out are found in "That Tooth Can Be Saved," Illustration #15, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3. Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify appropriate dental practices.	Practice brushing teeth using the proper technique.	Demonstrate brushing "Up like the sun, Down like the rain, Back and forth like, A good choo choo train," or invite a dental health worker to class to demonstrate brushing technique. See "Tooth Brushing Method," Illustration #7, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Simulate brushing teeth using the proper technique.	Cover model teeth lightly with peanut butter to give children practice at removing all traces of food on teeth. Tooth models are available through Dental Services, Department of Health, and through dental offices.
	Use disclosing tablets and rate brushing performance.	Obtain disclosing tablets from the dentist for this activity. Encourage children to brush teeth well at least once a day at home and/or at school, using the proper technique to remove plaque from teeth surfaces.
	Tell about ways to care for dental health.	
3.2 Identify and utilize community health resources.	Discuss pictures of children receiving dental work or health instruction.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Use the same color-codes as Canada's Food Guide: . Red - meat, fish, poultry, and alternates . Green - fruit and vegetables . Orange - breads and cereals . Blue - milk and milk products
	Place food samples or models into box cars of a "Food Train" according to the four food groups.	Make a milk carton train with a color-coded box car for each food group.
	Make a placemat showing four food groups.	Have the children divide construction paper into four parts to represent four food groups. Magazine pictures may be used to illustrate each group.
2.2 Relate that food supplies energy to the body.	Compare a body's need for fuel with a train's need for fuel.	Discuss the analogy of a train as compared to the body. Both need food energy.
	Dramatize a train running out of fuel.	Note: The concept of energy is difficult at this level.
	Sing songs describing the nutritional effects of foods.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
4.0 Food Appreciation Students should be able to:		
4.1 Identify feelings about foods. (OPTIONAL)	Observe pictures of foods and state reasons for likes and dislikes.	Children develop likes and dislikes for a variety of reasons. Be sensitive.
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Assess a breakfast or a snack choice.	Describe a familiar breakfast or snack and rate it.	Have children rate breakfast or a snack as nutritious or non-nutritious.
5.2 Discuss the importance of good eating habits.	Discuss some eating habits and their effects.	Some of the following contribute to poor health: . missing a meal . not eating balanced meals . eating non-nutritious snacks Headaches, inattention, irritability and fatigue can result from inappropriate eating habits.
5.3 Identify some community resource people related to nutrition.	Name some community workers.	Some examples of community resource people are: . public health nurse . home economist with Department of Agriculture or Department of Health

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.4 Know behavior that contributes to health and a healthful environment.	Discuss ways to promote a healthful environment and practice them.	Discuss the importance of individuals in keeping the environment healthful. Encourage children to take responsibility: . picking up wastepaper and putting it in a garbage receptacle . taking turns cleaning up work areas at school and at home . disposing of used tissues appropriately
	Discuss daily health routines.	Examples of health practices that promote health are: washing, grooming, caring for teeth, toileting. Discuss times of day that these practices are carried out.
	Role play reporting signals of illness to a responsible adult.	
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Know that health workers promote community health.	Identify helpers and support people at home, school and in the community who assist children in personal cleanliness and promote a healthful environment.	Examples are the custodian, public health nurse and dental hygienist.

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health: kindergarten

interim guide

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OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Observe the custodian doing his/her work.	Arrange an in-school field trip to visit the custodian. Invite him/her to discuss and describe ways to keep the school environment clean.
3.2 Know the importance of personal hygiene practices.	Discuss why cleanliness is important.	Examples to discuss are: . washing hands and body . bathing . brushing teeth . caring for nails . caring for hair . using good toilet hygiene . using a kleenex when coughing, sneezing or blowing . keeping objects out of the mouth, ears and nose (pencil, marbles) Help children adopt appropriate hygiene skills through routine demonstration and practices.
3.3 Propose goals to promote a healthful environment.	Discuss ways to be health-promoters at school and at home.	Encourage all children to be responsible for maintaining a healthful school or home environment. Encourage the children to make goal statements such as: . "I will clean up after play." . "I will pick up wastepaper and place it in a garbage bin." . "I will dispose of used tissues appropriately."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 Demonstrate behavior that promotes health and a healthful environment.	Practice personal hygiene skills and record on a personal hygiene chart.	Prepare a classroom chart of personal hygiene skills such as washing, grooming, cleaning teeth. Record children's daily performance. Allow time for children to practice each skill.

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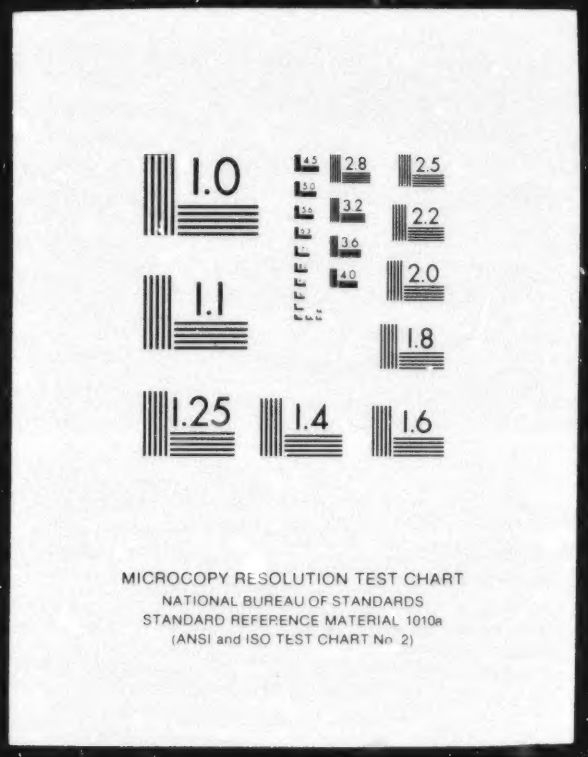
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